

# Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

|                        |                                    |                 |  |
|------------------------|------------------------------------|-----------------|--|
| LEA Name               | Nea Community Learning Center      |                 |  |
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## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

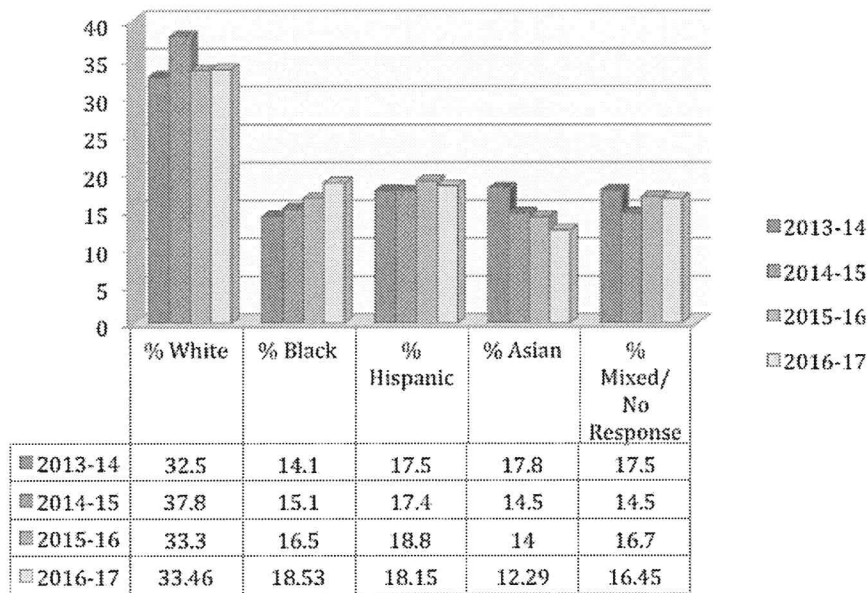
Nea Vision: To provide a safe, highly collaborative and flexible learning community accessible to all learners and learning styles. Our vision is to set every learner on a path of exploration, excellence and lifelong learning.

Nea Mission: The Nea Community Learning Center's educational model empowers all youth to take ownership of their educational experience, to celebrate their diverse community, and to participate actively as members in a democratic society.

Nea was founded in 2009 as Alameda's only K-12 public charter school. The school is located on the west side of the Island in a pre-existing school site and currently serves 520. Approximately two thirds of our students come from Alameda Unified (our home district); the rest are admitted from a variety of cities around the Bay Area.

Nea serves a diverse student population, reflecting the wide ethnic and socioeconomic spectrum that exists in the Bay Area. The local community is predominantly White and Asian, with a long established African American, and Hispanic population from our neighboring urban communities. Nea has a slightly higher percentage of non English speaking households than in previous years (22.7%; surpassing that of Alameda Unified who have 18%). Spanish and Arabic are the two predominant second languages. The most noticeable change in our student population has been with the percentage of students with disabilities. It has gone from 4.8% in 2014-15 to 13.3% in 2015-16 and is currently higher than that of Alameda Unified (10%).

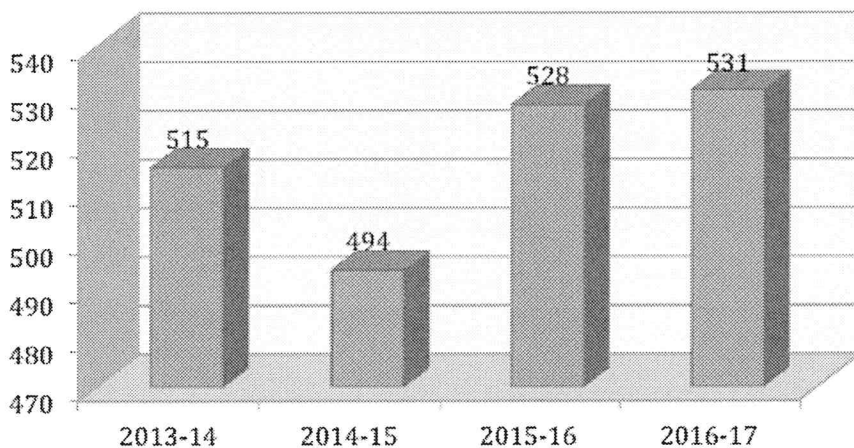
## Ethnicity/Race



K-1<sup>st</sup> grade learners are attracted to Nea because they seek an educational program that is project based. A considerable percentage of the 2<sup>nd</sup>-12<sup>th</sup> grade learners join Nea after struggling at the large elementary, bigger middle school, or comprehensive high school. Overall, families move to Nea because they are in search of a safe school, a small school, and/or a more personal, individualized experience.

Total learner enrollment at Nea as of October 11, 2016 was 531. Nea has aggressively sought learners over the last three years. Our strategies have produced a healthy wait list of learners both in- and out-of-district for our Lower Village (K-5), while our Upper Village (6-12) continues to slowly climb.

## School Enrollment



Nea currently has a free and reduced population of 34% for 2016-17. Nea's percentage of Non Speaking English Households have remained relatively consistent. For the past three years the rate has fallen within the 20-23% range. However, our number of English Language Learners (ELL) has increased considerably since 2014-15. We are currently at 23%. As of October 11, 2016 Nea currently provides special education services for 78 learners; 15% of our student population. As a result, we have expanded our Special Education Department to provide learners with additional support. Nea is committed to

providing a program that is conducive for those who need a more individualized, self-paced environment.

## **SCHOOLWIDE LEARNER OUTCOMES**

### ***1. Self Directed Learners***

Nea is dedicated to a self-directed, project based learning model wherein learners (students) are supported by facilitators (teachers). Self directed learners are prepared for success in academic settings beyond high school. They can demonstrate academic skills that meet state requirements, as well as develop a range of learning skills and strategies. Learners can identify, advocate for and pursue their personal interests and abilities.

### ***2. Critical and Creative Thinkers***

Learners demonstrate the ability to access, analyze, apply, generalize, synthesize, express and evaluate information. They experience, investigate and evaluate different perspectives, empowering them to develop their own opinions. Learners are motivated to initiate their own in depth exploration of a variety of issues and interests. They access their imaginations to envision solutions and express ideas.

### ***3. Effective Communicators***

Learners demonstrate proficiency in the use of written and oral language. They can use technological tools for problem solving and communication. We believe that our model encourages learners to be present and connected with others, listening with empathy and open minds.

### ***4. Responsible Citizens***

Learners seek active membership within their communities. They are respectful, open and ethical in communications and decision making. Learners recognize their value and worth, and practice responsibility to the community at large.

## LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Goal 1: Ensure that students demonstrate academic growth and proficiencies so they leave K-12 ready for college/career.

- Continued implementation through professional learning aligned with school-wide initiatives
- Continued implementation through professional learning aligned with school-wide initiatives to support differentiation for students at-risk
- Implement academic interventions for students who need additional support, with emphasis on long-term English Learners, Foster & Homeless Youth, and students of low socioeconomic status
- Continue ELD specialist model to provide targeted support aligned to ELA/ELD Framework
- Provide targeted Special Education supports to include
- Common Assessment Process including release time, calibration, refinement, and data analysis

Goal 2: Align student learning to state-adopted standards supported by materials, instruction, and technology in a safe and clean environment.

- Provide teacher professional development and collaboration aligned with WASC and school-wide goals.
- Identify and prioritize and purchase instructional material needs.
- Inventory, track, and upgrade existing technology hardware and software.
- Create and implement professional development pathways to enhance and advance technology use via training and support for all staff.
- Provide professional development and training for counselors regarding college and career readiness and four year plans.
- Implement custodial cleaning standards.
- Provide targeted instructional supports, programs, and professional development.

Goal 3: Engage parents, staff, and community to promote unique educational opportunities for students.

- Maintain 4 year plans for every high school student.
- Continue parent education workshops and information sessions.
- Increase translation services.
- Collaboration with community and business leaders to forge additional partnerships that support the improvement of student learning and workforce readiness.
- Maximize site communication tools
- Implement creative solutions to close workforce gaps, including designing career pathways responsive to local and regional hiring needs.
- Increase student engagement, positive student behavior, citizenship, and school climate.

## REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

## GREATEST PROGRESS

1. Nea's greatest progress is in the area of ELA specifically for white, English Language Learners, Hispanic learners and Asian Learners. We attribute this success to the gains that we saw after implementation of our K-12 literacy program/curriculum, our increase in English Language support, and coaching for new hires and struggling staff. The professional development around our ELA program and professional development provided by our English Language Department Coordinator provided the platform for facilitators to support growth and streamline strategies and best practice.

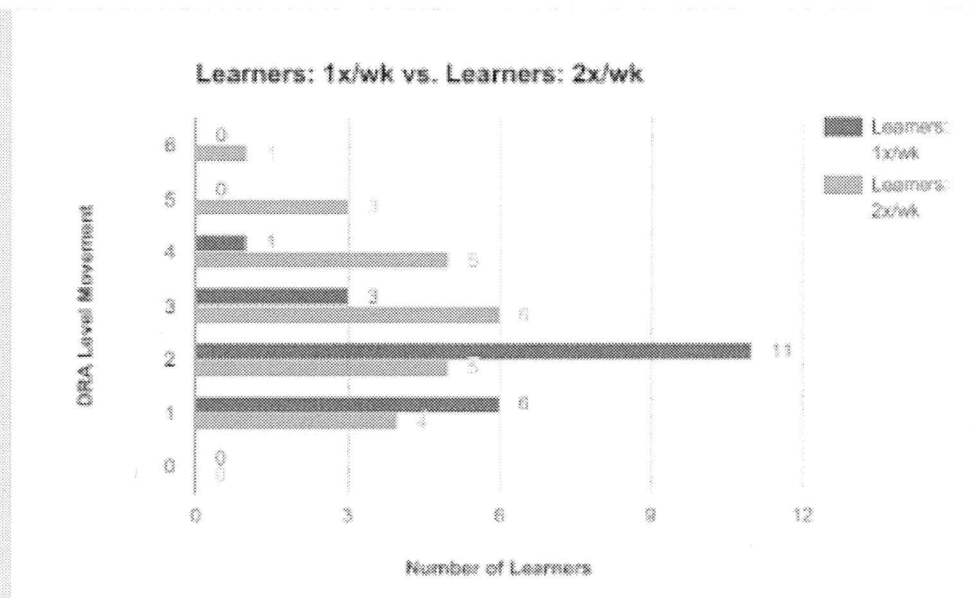
Subgroups that performed better than "all students" per the LCFF rubric are:

1. Two or more races
2. White
3. Asian

2. To better support student reading skills needed for student success with common core standards, Nea created a reading intervention program for identified learners in 1st to 5<sup>th</sup> grades. Targeted reading intervention is aimed to improved early reading skills and strategies which contribute to a student's long term reading ability. During the school day our Reading Intervention Facilitator pulls learners who attend a small group reading session once or twice per week. During Reading group learners:

- Learners share about a book they or a facilitator or a parent is reading to them and make connections.
- Facilitator does a book talk based on the content of the new book.
- Key words, skills and concepts are introduced and discussed.
- Books are specifically chosen to reflect specific interests or topics being studied in class.
- Written work or guided discussion concludes each session.

To examine data we identified a group of learners as being the most at risk of making minimal progress without intervention this school year. These learners attended a total of 51 sessions. **We saw an increase of 3-4 reading levels for these learners.**



3. Per our LCAP Administration increased professional development and through a comprehensive, intentional professional development plan. Meetings consist of conversations around consistency of school culture and program elements such as affirmations, restorative justice, and effective use of communication systems. Using an equity lens, Administration designed professional development strands that occur once a month. Every Nea staff member – from facilitators to office staff to support staff – are now required to look at their influence on the school community, and most importantly, their impact on the children with a focus on targeted populations. The options were:

- Action Research Cohort (Inquiry based)– The focus is to design and support high quality, inquiry-based adult learning opportunities with the ultimate goal of improving practice and enhancing learning outcomes for students. It is a thinking space for staff to better understand the complexities of their work and to implement changes to their teaching based on these considerations.
- Equity - Staff examine the significance of culture in one's own life and in the lives of others; and how it impacts our work. They look at subgroups in the classroom and learn strategies to better serve them, with a focus on race, class, and gender.
- Trauma-Informed Care – Through the use of courageous conversations, staff engage in honest and safe dialogue about the impact of economic status and environment on learner achievement with a focus on social and emotional intelligence. They work to reach a deeper understanding in their power to shift behavior and motivation within the classroom resulting in a safe, productive learning environment.

#### 4. MTSS full implementation

*Tier 1: Class Interventions* - When facilitators recognize when learners are off track academically or behaviorally, they implement class interventions and try to support the learners' success. Facilitators will partner with parents/guardians, review the learner's cumulative file, and consult previous facilitators to discover strategies that have been successful. Facilitators will also review the Safety Net &

504 Google Sheet located in the Counseling Folder. The Safety Net & 504 sheet has a Roster of Support so facilitators may see if there have already been interventions in place. This sheet also has prior school year Safety Net notes, Lower Village 504 and Upper Village 504 accommodation lists by learner. If a learner already has existing supports, facilitators will review them and be sure to implement as appropriate. If a learner has had no supports at Nea or supports listed in their cumulative file, facilitators will communicate with the learner's family to determine if outside supports or prior supports were recommended/implemented but not listed in the cumulative file.

**Safety Net** - If a learner is not successful after the implementation of class interventions, the facilitator will meet with the learner's grade level team and form a Safety Net. In the Safety Net meeting, facilitators list and discuss interventions and strategies that have been used and have been successful. Facilitators will work as a team to brainstorm the causes of the learner's challenges and identify set interventions that they will try moving forward. Each individual facilitator tracks data using the MTSS Data Tracker Google Form located in the Counseling Folder. (When completing the form, facilitators will select the preview button (eye symbol) on the top right and answer the form in the Preview screen to ensure changes are not made to the form). Facilitators will then schedule a follow-up meeting in 6-8 weeks. Facilitators can review other facilitator responses in the MTSS Data Tracker (Responses) Google Sheet in the Counseling Folder. In the Responses Google Sheet, facilitators may sort by learner name to see other responses as well as date stamps. In 6-8 weeks, facilitators will fill out the MTSS Data Tracker Google Form again and then meet again to review how effective their Safety Net was at catching the learner. After reviewing the data, if the learner has had adequate progress, they will continue their interventions and monitor. If the learner has not had adequate progress, the facilitators will refer the learner to the Intervention Team by completing the Referral Form located in the Counseling Folder and submit to administration.

**Tier 2: Intervention Team** The Intervention Team (IT) consists of the Lead Facilitator, Assistant Lead Facilitators, Counselors, and Deans. IT meets weekly to support learners by reviewing the Intervention Team Referral Form and using a menu of support options based on the level of need. Learners will continue to receive support from facilitators in addition to the support from IT. One team member will be the point-person for tracking the progress of learners who have been referred. If the learner has seen adequate progress in 6-8 weeks, staff and IT will continue to monitor as needed. In the event that there is inadequate progress, IT will then call for a Learner Support Team (LST) Meeting.

**Learner Support Team Meeting I** - When a learner is referred to an LST, the school counselor will then schedule a meeting with the learner, the learner's parent/guardian, facilitators, and the school counselor. Prior to the meeting, the school counselor will request facilitators/relevant staff fill out the MTSS Data Tracker Google Form. The data that has been collected from the beginning of the MTSS process will inform the direction of the LST meeting. The purpose of the LST is to come up with interventions that the LST participants feel will be most impactful for the learner. The LST Notes will be taken and stored by the school counselor. The notes shall include a review of the learner's strengths, areas for growth, relevant background, intervention strategies that have been attempted, brainstorming possible interventions, and an action plan. The school counselor

will then schedule a follow-up LST Meeting to review progress in 6-8 weeks.

**Learner Support Team Meeting II** - The school counselor will facilitate a follow-up LST Meeting to review progress. Prior to meeting, facilitators and relevant staff will track their progress using the MTSS Data Tracker. The school counselor will review the data and request an administrator to attend the scheduled meeting if needed. The school counselor will confirm the scheduled meeting with members of the LST. If the learner has seen adequate progress in 6-8 weeks, the LST will continue to monitor as needed. In the event that there is inadequate progress, the LST (including administration) will implement alternative interventions that have not been tried for the learner. Administration and the LST may decide the learner should be recommended for a 504 Accommodation Plan or special education assessment.

**Tier 3:** Learners requiring Tier 3 support have exhausted all other options and need to have a more in depth form of support.

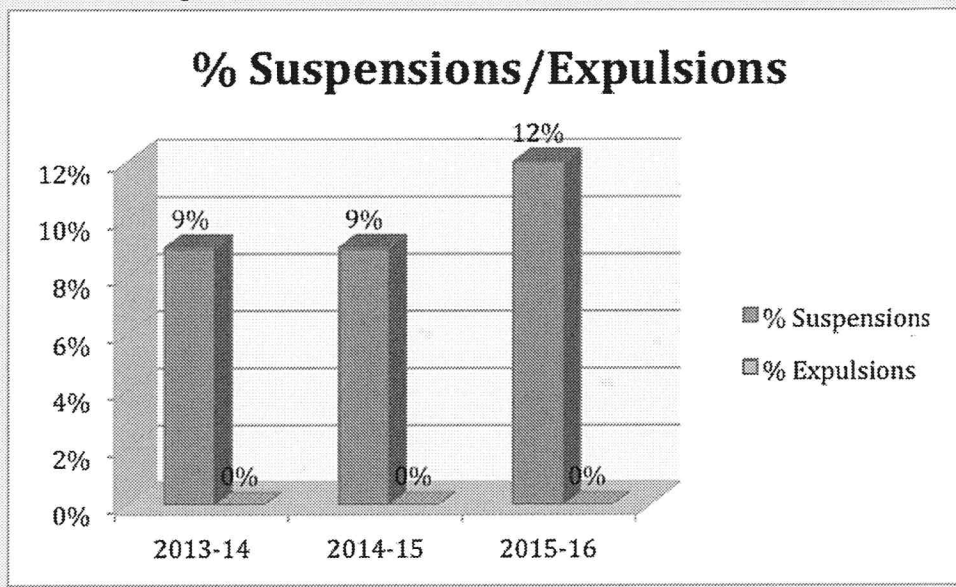
**504 Accommodation Plan** - In the event that a learner has a diagnosed or presenting disability, they may receive a 504 Accommodation Plan to ensure they are successful. Learners who do not qualify for Special Education but have a need for accommodations may also receive a 504 depending on the results of the assessment. The school counselor will review the recommendations and implement a plan to effectively support the learner as appropriate. The U.S. Department of Education website describes a 504 as follows: Section 504 provides that: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance . . ." 504 Accommodation Plans at Nea will adapt as necessary to support learner success. Facilitators will update the 16-17 MTSS Data Tracker roughly every three weeks for Upper Village and roughly every four weeks for Lower Village.

**Special Education Initial** - If a learner does not have a diagnosed mental health or medical disability, the LST may decide to pursue a special education (SPED) assessment to determine if a learner has a qualifying need for SPED services. If this is the case, the school counselor will schedule a separate meeting with the grade level team, parent, education specialists, and administration. Prior to meeting, the school counselor will review all of the data and LST notes with the school psychologist, education specialists and Director of Special Education. If an Assessment Plan is signed, the SPED team will assess within 60 days and develop an Individualized Education Plan if the learner qualifies. Nea's SPED learners are fully included with their peers. Education specialists and paraprofessionals help through push-in support or pullout support. In the Lower Village, this support is offered in the classroom. In the Upper Village, learners with pullout support are brought to the Arc (resource room) to work in a separate space with additional resources.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

## GREATEST NEEDS

1. Mathematics specifically for socioeconomically disadvantaged and students with disabilities. To address these needs we have adopted a new math curriculum, hired a math coach, facilitating summer academy, and are conducting a data dive with our mathematics department including release days to work on common practice and vocabulary.
2. Supports and programs for socioeconomically disadvantaged students in the area of English Language Arts. As a result, we are fully implementing reading intervention targeting socioeconomically disadvantaged students who are below grade level, providing afterschool tutoring services, facilitating summer academy, increasing professional development in ELA and providing take home bags with books to read at home.
3. Suspension Rates – To address this we have adopted a discipline matrix, fully implemented Restorative Justice, and developed professional development to include PBIS and classroom management.



Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## PERFORMANCE GAPS

Per the LCFF Rubrics we have identified our socioeconomically disadvantaged students as our student group that has performance levels below "all students" in the following areas:

1. Suspension Rate
2. ELA
3. Mathematics

Steps to address these performance gaps:

- Adopted behavior matrix
- Restorative Justice Implementation
- Mindfulness training and program wide implementation
- Reading Intervention Specialist
- Increased coaching hours

- Mathematics curriculum adoption
- Mathematics release days
- Professional Development
- Providing of breakfast, lunch, afternoon snack
- Preparation of take home book bags
- Afterschool Tutoring
- Free afterschool programming
- Increased Counseling Groups

## INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

We will:

- I. Identify a Coordinator for foster youth case management. This will include managing identification, recording in student system, services, and overall family case management.
- II. Increase small group tutoring for low-income youth to reflect within the school day and after school hours including structured academic sessions in the after school program.
- III. Seek funds to support a Math Intervention Specialist for low-income, EL, Foster youth identified as in need of intervention.

## BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

### DESCRIPTION

### AMOUNT

Total General Fund Budget Expenditures for LCAP Year

\$ 5,044,300

Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year

\$4,140,594

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

Facility  
Attorney Fees  
AUSD Management  
Back Office  
CLCS Management

\$ 4,140,594

Total Projected LCFF Revenues for LCAP Year